



Aston Rowant C+E Primary School
School Lane, Aston Rowant, Oxon OX49 5SU
01844 351671 office@aston-rowant.oxon.sch.uk
 Headteacher: Mrs Helen France



13th June 2025

Message from the Head Teacher

Key Areas of Information about Aston Rowant School: Homework

Homework in primary schools is a hotly debated topic not only by the children but also by teachers and parents alike. It is certainly worth acknowledging the arguments that challenge the benefit of homework in the primary years due to the impact on leisure time, potential for stress, and its effectiveness in supporting the curriculum. However, it is also worth understanding the broader aims of homework which are to reinforce learning, develop independent study habits, and encourage parental involvement in a child's education. It can also provide opportunities for children to explore subjects further and apply learned skills in new situations. So, why do we, like many primary schools, set homework for our KS1 and KS2 children?

- **Reinforcing and Consolidating Learning:** Homework can be used to review and practice skills and concepts learned in class, such as reading, spelling, or maths strategies and skills.
- **Developing Independent Study Skills:** Homework encourages children to work independently, manage their time, and develop study habits, which are valuable skills for future learning.
- **Extending Learning:** Homework can provide opportunities to explore subjects further through research, reading, or creative activities, expanding on what was learned in class.
- **Fostering Parental Involvement:** Homework can be a way for parents to learn more about what their child is learning in school and to become more involved in their education.
- **Building Confidence:** Completing homework away from a classroom environment can boost a child's confidence in their abilities and encourage them to tackle more challenging tasks back in the classroom setting.
- **Preparation for Future Lessons:** Homework can sometimes include preparation for future lessons, such as reading a text or researching a topic.
- **Preparing for the next stage of Learning:** Establishing good home working practices now supports the transition into KS3 and beyond.

While the benefits of homework at the primary level are very different to those at secondary school, it can still be a valuable tool for reinforcing learning, developing study habits, and engaging parents. So, at least for the moment, it is here to stay!

Homework at Aston Rowant School

Love it or hate it homework is part of a joint engagement with our children's education. When children join the school and each September parents and children sign a home school agreement. A home-school agreement is a written agreement between a school, a child, and the child's parents outlining expectations and responsibilities for all parties involved in the child's education. It clarifies what the school, parents, and children can expect from each other and fosters a strong partnership that supports the child's progress and well-being. Part of this agreement is the mutual commitment to homework.

At Aston Rowant we set homework on Monday and it is due back the following Monday. Giving a whole week means that children who have commitments each evening can utilise the weekend to complete it and those who have busy weekends can find an evening to complete it. With this flexibility it does mean that 'I didn't have time' is not a viable excuse for not completing work that has been set. For homework not handed in on Monday we do ensure that there is a further opportunity to bring it on Tuesday or alternatively the children will join our Tuesday Homework Club and complete the work at lunchtime.

The homework structure at Aston Rowant is as follows:

EYFS – it is imperative that children read out loud **every night** – and recorded in the reading log and brought to school **daily**.

KS1 – receive a hybrid of screen learning and written work weekly. They will receive Doodle Learning for Maths, English in books, weekly spellings aligned with Phonics, daily reading with reading record completed and brought to school **daily**.

LKS2 – weekly Doodle Maths and English, half termly project, weekly spellings, and children should be reading a minimum of 5 times a week **with an adult**, which is logged in the reading record and brought to school **daily**.

UKS2 – weekly Doodle Maths and English, half termly project, weekly spellings, reading a minimum of 5 times a week independently which is logged once a week in the reading journal and ideally reading once a week out loud to someone.

Hopefully if we maximise the benefits and limit the challenges we can use homework to support the children's growth and provide broader opportunities for fullness of life.

Kind regards

Mrs France

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

Growing together, rooted in God, enjoying fullness of life. (Colossians 2:1-7)



Teaching and Learning in the Classrooms this week:



Hedgehog Class

What a busy week we have had in Hedgehog Class. The children have been very engaged in their play this week making submarines and exploring the wonders of the ocean. The children chose to learn about life in the ocean. We looked at some great non-fiction books which told us some very interesting facts. Did you know a jellyfish can clone itself into many jellyfish? Or that a sperm whale can hold its breath for 2 hours? Learning about the oceans of the zone was super fun. We particularly liked all the dangerous and weird creatures of the midnight zone. We learnt that they are bioluminescent and can light up to attract prey or to warn off predators. One of the children told Mrs Hall all about the Siphonophore and we made one from a giant hose and some fairy lights! In Maths we've been thinking about all the properties of 2D shapes, including how some of them tessellate. Our writing is improving daily as we compose our own sentences about the ocean in our writing books.



Squirrel Class

Squirrel Class have had a very productive and fun week together. The class have now begun to plan their writing for English, with the children deciding which animal they would like to write a non-chronological report about. We have completed some research on the iPads and next week we move onto the writing and editing process. In Maths this week we have continued our learning on fractions, with Y1 looking at fractions of amounts and Y2 gaining an understanding of the difference between unit and non-unit fractions. In Science the class completed a fun experiment with Miss Smith that involved a dissolving gingerbread man! The children used scientific vocabulary to describe the changes they could observe. In DT the class designed a balanced and nutritious menu for a restaurant, thinking of ways to ensure their choices had a variety of items from the different food groups. In History the class completed some freeze frames and drama, performing in front of their classmates and acting out the day of the first flight by the Wright Brothers. Last but not least, we had a wonderful visit from PCSO Sue Haynes who shared the story of PC Ben with us. PC Ben is a children's book written by another Thames Valley PCSO called David Bullock, designed to educate children about the role of the police in the community. Children can often perceive the police as being the people who catch 'robbers' or 'bad people' and so the aim is to build trust and confidence with children from an early age. The stories of PC Ben help children to know that should they ever need help or advice, they can approach and engage with the police.



Fox Class

We've had another busy week in Fox Class! In Maths, we've been learning about time. The orange group focused on understanding seconds, minutes, and hours, while the green group explored analogue and digital clocks, both in 12 and 24-hour formats. Time can be tricky, so practising at home will really help. In English, we're continuing with our book, *Fox*, analysing illustrations and sentence structure to understand how the author and illustrator enhance the story. We have also used our analytical skills to decipher the characters' thoughts and feelings in order to write from their perspectives. In Geography, our Antarctica topic has continued, where we have learnt about Antarctica's climate, landscape, and physical features. In Science, we have learnt how plants are classified. After discovering how taxonomists group plants, we created our own classification keys and used them to sort real leaves. In RE, we've been exploring Diwali. This week, we looked at how celebrations can differ, particularly how Sikhs mark the occasion. Alongside all this, we've been rehearsing for our upcoming play, *Wind in the Willows*. The children are working very hard and especially enjoying the songs. Please support your child by practising lines at home. Thank you!



Owl Class

Amid the rain showers and sunshine, Owl Class have been working hard this week as ever. In English, the children listened to John Agard perform his poem *Windrush Child*, and annotated each line to focus on the delivery of each word; was spoken softly, or whispered? With emphasis, or streeeeeeetched out? Or announced loudly, and quickly? What affect did these changes make to the way the poem felt to us? This promoted some excellent responses from the children about urgency, or how the poet 'really felt those words'. Magic. We then borrowed the structure of Agard's poem to adapt it to suit Leonard, the protagonist of our key text, with many children doing a wonderful job, many renaming their adapted poem 'Arosa-Star Child' for the ship that he travels to the UK on. In Science, we looked at the changes that the human body goes through during puberty, separating the changes into those that are shared, and those that only biologically born males or females will experience, before talking about the usual side effects this time has: mood swings etc, and how we can support those who are experiencing this time of change. The children were really invested in this lesson, and asked intelligent, thoughtful questions. In Maths, Year 5 continued to explore the ways to measure interior angles of regular and irregular polygons, and solving a range of practical angle based problems, whilst Year 6 continued to investigate long term projects that combine their understanding of maths covered in Upper KS2. In Art, we began to construct a range of props for our up-coming school production, which provided a range of opportunities for all to contribute to the collaboration. What a busy week!



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Photo Diary of the Week



GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY
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Whole School Topic - Autumn Term: Signs & Symbols

Values: Resilience

This week we looked at having courage to do the right thing not the easy thing. We looked at the story of Queen Esther who was a strong, beautiful and courageous woman. Esther faced the potential death penalty by approaching the king without being summoned, a royal offense. She boldly went before the king to request the safety of her people, even though it meant risking her own life. Esther's actions were motivated by her faith and her desire to ensure the well-being of her people, trusting in God's plan for deliverance. She used her position and influence to intervene with the king, seeking to overturn the unjust edict against the Jewish people. She showed courageous advocacy by speaking out for her people and doing the right thing not the easy thing. Her courageous act and the subsequent deliverance of her people served as an inspiration and a reminder of God's power to protect and provide.

"I will go to the king, though it is against the law, and if I perish, I perish" (Esther 4:16)

Climate Warriors' Challenge

Food systems are responsible for a whopping 40% of global emissions, transitioning to 'alternative' proteins can substantially reduce this. This week Young Climate Warriors are encouraged to be adventurous with pulses. If we want change to happen it might need courage, just a little grit and possibly some resilience. Eating more plant-based foods is one of the most powerful choices that individuals can make to help tackle climate change ... this Great Big Green Week how about encouraging your pupils to be adventurous ... and try some pulses?

Related links:

[Pulses - what are pulses?](#)

[Children trying bug biscuits](#)

[Cicadas on the menu in New Orleans](#)

[Bug farm and grub kitchen, Pembrokeshire](#)

Book Review We're all works of art by Mark Sperring. Reviewed by Hedgehog Class.



Caspar brought this book in to show Hedgehog class this week. It is a gorgeous book that reminds us that we are all different in many ways, but that we are all works of art and should be proud of who we are. We loved the fact that, as we looked through the pages we saw work from artists that we recognised, including Matisse and Andy Warhol.

Happiness Calendar: Joyful June

This month, we're encouraging you to look for what is good. You can find this month's happiness calendar [here](#).

Attendance - This week

School target 97%	97% - 100%	90% -97%	Below 90%
Hedgehog Class	100%	0%	0%
Squirrel Class	91%	3%	6%
Fox Class	89%	7%	4%
Owl Class	75%	10%	15%

Housepoints

House	This Week	Total
Bethlehem	27	49
Eden	25	67
Galilee	30	57
Jerusalem	27	48

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March | 2024 - 2025GREEN TREE SCHOOL
Bronze Award

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Growing Together

Emails and letters sent this week

Date	Email/Letter	For	From	Concerning
13.06.25	Email	All	Office	Watlington road closures next week
11.06.25	Email	Fox	Office	Swimming – Tuesday 17 th June
11.06.25	Email	All	Office	Primary School Health Nursing Newsletter
10.06.25	Letter	All	Office	PTA Camp night

June

Mon 16 th – Fri 20 th	Arts Week
Tue 17 th	Great Science Share at Science Oxford – by invitation
Wed 18 th	Dance Festival @ Lord William's Dance Studio 17:00 & 18:30 (11:30 day rehearsal at LWS)
Wed 18 th /25 th /2 nd	Icknield Buddy System
Thu 19 th	Hedgehog trip – Tring Natural History Museum
Sat 21 st	PTA Camp night
Wed 25 th	Opera First workshop in school for Owl Class Stay and Play #2 for EYFS Sept 25 15:30-16:30 Squirrel trip – Iver Environmental Centre
Fri 27 th	Writing workshop at St Andrews – by invitation Bee Keeper visit and workshop Fox Class
Sun 29 th	Sponsored Walk and Patronal Festival (with provision for children)

July

Tue 1 st / Wed 2 nd	KS2 Open Air Performance Wind in the Willows – all welcome (evening performances)
Fri 4 th	Lord William's taster day
Tue 8 th	Opera First performance @ Garsington Opera for Owl Class
Tue 8 th / Wed 9 th	Icknield Transfer Day
Wed 9 th	School move up day, Stay and Play #3 13:00-15:00 with presentation for parents at 14:30 and uniform sale
w/c 14 th July	Sports Enrichment Week inc Sports Day Wed 16 th

Academic Year Calendar

Summer 25

Tue 22 nd April – Thu 22 nd May	Summer Term (1)
Mon 26 th May – Fri 30 th May	HALF TERM
Mon 2 nd June – Tue 22 nd July	Summer Term (2)

Autumn 25

Mon 1 st Sept – Fri 24 th Oct	Autumn Term (1) (INSET 1 st and 2 nd)
Mon 27 th – Fri 31 st Oct	HALF TERM
Mon 3 rd Nov – Fri 19 th Dec	Autumn Term (2)

Spring 26

Tue 6 th Jan – Fri 13 ^h Feb	Spring Term (1)
Mon 16 th – Fri 20 th Feb	HALF TERM
Mon 23 rd Feb – Fri 27 th Mar	Spring Term (2)

Summer 26

Mon 13 th April – Thu 21 st May	Summer Term (1) (INSET Fri 22 nd)
Mon 25 th May – Fri 29 th May	HALF TERM
Mon 1 st June – Fri 17 th July	Summer Term (2) (INSET Mon 20 th July)

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